Child Study

Groszmann

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A WORKING SYSTEM OF CHILD STUDY FOR SCHOOLS

BY

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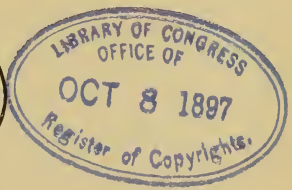

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SYRACUSE, N. Y.
C. W. BARDEEN, PUBLISHER
1897

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CHILD STUDY FOR SCHOOLS

A Working System of Child Study for Schools

Child Study is a new term for an old thing, a term which is born out of a new enthusiasm for educational advancement. In itself it is nothing new or startling. Ever since the beginning of our race, every mother has been a student of child nature,—more or less intelligent, more or less patient, more or less experienced and tactful, but still a student. So is every true educator, every teacher ; and, indeed, success with children at home and in school has been commensurate with the efforts and intelligence with which such child-study was pursued. He who knew and understood children best, even if it were instinctively only, had best success as a parent or teacher.

Not even our modern methods in this field are altogether novel ; Pestalozzi went to work in almost exactly the same manner which is now suggested by child-students.

No doubt, there is a difference between the old practice, and the new ; and we can observe, in the development of this new science, the same stages as in the evolution of every other branch of human endeavor. The empiricism of old is now gradually giving place to systematic research, and a scientific method of Child Study is beginning to be evolved. Yet it is still an art, at least in its direct application to living children, pre-

cisely as medicine, notwithstanding its having achieved the dignity of a science, still depends largely upon the art and skill of the practitioner. But, surely, the scientific stimulus, or check, will save the practical physician, and teacher, from falling into routine.

The new pedagogy must be based upon child-study —this dictum is very true, indeed. But it must not be misunderstood. If we have to wait until the results of all the new researches into the nature of the child have been embodied in bulky tomes of scientific terminology, to make the new pedagogy, then long years will have to pass. But there is so much material at hand that can be used without waiting for codification and enrichment, that the new education can begin immediately. If we make conscientious use of what we already know of the child, we can reform education pretty thoroughly.

It is not necessary to ask so many sets of questions of so many thousand children, or parents, or teachers record the answers, and draw conclusions, to demonstrate that children are imaginative, or imitative, or that fear is a bad incentive, etc. All these investigations are indeed very necessary, and those who undertake this noble work will gradually build up a science of child nature. But in a general way, we are already familiar with the life conditions of a child, and with the development of his mind. Only let us make intelligent use of this knowledge which centuries of educational evolution have supplied, but which has only too often been disregarded in homes and schools.

Empiric facts.—As to these empiric facts of child study and their intelligent and conscientious use in

education, a comparison with other classes of empiric experience will make our point clearer. It has, for instance, been known to everyone since the beginning of the time when society was disintegrated into different classes, that the poor are badly housed ; that there is overcrowding in their wretched quarters, and lack of air and light ; that often the most essential requirements of hygiene are sorely neglected in the tenement house districts, that hundreds of thousands suffer from cold in winter, lack of ventilation in summer, and want of proper nourishment throughout the year. The statistics published lately by persons and bodies interested in the improvement of the life conditions of the pariahs of society, reveal hardly any new facts ; but they expose to the public eye the full horror of these conditions against which selfishness has shut the eyes of men who did not want to see. This new work of the social reformists is nothing but a new appeal, formidable, because unescapable, to the conscience of those classes upon whose good-will social reform mainly depends.

Likewise, modern Child Study derives its principal value from the fact that it is, at its best, a new appeal to the conscience of parents and teachers in behalf of the helpless child whose fate in life will be largely determined by their educational efforts.

The larger work along this new line of pedagogical activity—the collection of numerous data, their systematic arrangement, and the drawing of general conclusions—must be left to specialists in colleges and universities. Teachers and parents can help them, and must help them, by furnishing data; but their own work

is one of a different character. It will be their special aim and privilege—not to draw hasty conclusions and make rash generalizations on the basis of the scanty material which is at their individual disposal, but to become more intimately acquainted with the individual children for whose future usefulness and happiness they are directly responsible. Such work, indeed, must be undertaken in all seriousness in each home and school, and must be done systematically, and with the combined efforts of all those who are in any way concerned in the education of any particular child. It goes without saying that the results of scientific research and generalization, fragmentary as they may be, will be found most helpful and really indispensable in studying individual children.

At the Ethical Culture Schools.—In order to illustrate in what manner such systematic study of individual pupils for educational purposes may be undertaken in a school, the writer may be permitted to call attention to the efforts made under his direction in the Ethical Culture Schools of New York city. Of course, there may be many other and better ways of pursuing this work ; but it may be helpful to many to learn in detail of a working system, permeating all departments of instruction and discipline, that has been elaborated and successfully operated in at least one institution.

Admission of pupils.—As the institution of which the writer is speaking differs essentially from most other schools, in the scope of its course of instruction, and its methods of procedure, as well as in the spirit in which the work is undertaken, it is plain that there exist no classes absolutely or even approximately par-

allel to those elsewhere. When a child applies for admission, therefore, it is not easy to grade him properly, as in each class of this institution there are several studies taught with which few applicants are familiar, and others which are treated in a manner different from the one to which the pupil is accustomed.

The only thing to be done, then, is to place the child in a class which approximately corresponds to his *general* preparation, and *degree of maturity*. He will thus have an opportunity to show to what extent he can adapt himself to the nature of the work there, whether he is fit to continue, whether he must be re-graded, or whether admission must be denied him on grounds of mental or moral unfitness. This period of trial extends over one or several weeks, as the case may be, and during this time the teachers carefully watch the pupil so as to be able to form a judgment, tentatively at least. On the basis of their reports, the case is decided.

Variety of tests.—This method of testing the child commends itself as more satisfactory than any other, especially for the reason that *the course of study* in this school, which has been for many years a pioneer institution and experimental station of modern pedagogy, is much more complete than it is ordinarily found. It comprises, beside the so-called ordinary branches, manual training, art work, elementary natural science, etc., in a system peculiar to the Ethical Culture Schools, and all branches are taught in a manner intended to appeal to the pupil's own activity, and to develop his individuality unhampered by convention and coercion. Apart from their general educational value, these different branches represent so many tests by means of which the child's

nature can be probed and his best abilities discovered.

There are few children that cannot do something well; and while some may never succeed in learning to master spelling or the rules of partial payment, they may show constructive ability in the shop, or power of research in the laboratory, or talent in the line of artistic creativeness. As soon as the point of vantage—that is the work that commands his supreme interest—is found, each child, unless abnormally deficient, can be reached, and even be made to develop along lines which are beset with difficulties.

It is only by means of a course of study which represents approximately all kinds of human activity and interest, that *all* normally capable children can be reached, and that those among them can be redeemed who would be in danger of mental or moral atrophy under a one-sided educational regimen. For it must be emphasized again and again—trite as the saying may seem—that each child is after all a unit, with tendencies and capabilities peculiar to itself; and that all children are not fit to be reduced to the same kind of common stuff in one universal grind-mill.

Such variety of tests will give a chance to the pupil, who has been admitted on trial in a class. Something will surely appeal to him, and reveal his power. And this revelation will come the sooner, as the different tests will be applied by different individuals; for into the class teacher system there is infused a goodly dose of specialist work. While in the lowest grades, the class teacher does almost all of the teaching, with a very small proportion of specialist work admixed to it, the arrangement in the upper grades is such that the

teachers, though each presiding over a special class, do individually such work in different classes for which they are most fitted. There are also a few special teachers who are not at the same time class teachers, but are in charge of rooms devoted to special work, such as the Studio, the Shop, and the Laboratory. *The aim has been to combine the best features of the class teacher system with those of the specialization of instruction.*

As the sizing up of a child's individuality by several individual observers who represent each a different educational influence, seems of great importance in a system of child study in a school, and as it forms an essential feature of this work in the institution whose system is here presented, it will be pardonable to digress briefly on the value of this scheme for a better understanding of the child at school.

Class teacher and Specialist.—It has been claimed that only the class teacher has an adequate opportunity to study children to advantage, and to bring a powerful moral influence to bear on the child, while under a system of specialist instruction, attention and influence are scattered. The class teacher, it is said, has fewer children to observe, and more time and occasion for observation.

This argument impresses one as delusive. A competent observer will not need to be in constant contact with a child to judge correctly. On the contrary, constant association with people dulls our sensibility towards many traits which are indeed noteworthy, simply because we get used to them, just as we cease to be aware of the ticking of a clock in our room if this continues

daily. Among educators is it not fully understood that even well educated parents often know much less of their children than an intelligent teacher, even though the parent's appears to be the larger opportunity ?

What advantage there is in a longer period of observation, extending through successive stages of development on the part of the child whose manifestations will really appear to change with the years, revealing now this and now another characteristic—is indeed the specialist's opportunity, as he will meet the pupil for several years in his advance through different classes, thus observing these various phases of externalization of the child's psyche.

If, then, it be suggested that the class teacher should be promoted with the child through successive classes, several serious objections present themselves. The teacher has as much an individuality of his or her own as the child. Who will warrant that the two individualities will fit together and will establish a harmonious relation ? Even if there be a sympathetic bond, one of mutual love and respect, the influence which the teacher will exert over the pupil may not in every instance be altogether wholesome if it be exclusive.

For even the best teacher is one-sided ; in fact her very strength will depend on her predominant interest. Even the best teacher, then, has preferences and dislikes ; and the stronger her personality, the greater is the danger that she will subjugate the child's individuality and impress her own nature on the child. And that is wrong, be her nature ever so noble, for it is the child's birthright to preserve his own personality. The seeming paradox of Dr. Harris, " Of course the teacher must

be an example, but she should be careful that no one follows her", contains a great truth*.

At best, in the points of intellectual or moral contact between teacher and pupil, exaggerated enthusiasm, bordering on sentimentality, will be developed, while other faculties of the pupil's soul may become stultified from lack of stimulation.

But are there not instances only too numerous when pupil and teacher did *not* understand each other? When two opposite natures were thrown together? Each teacher will estimate a child from her own point of view; for the truly generous and impartial judges are few and far between; and this individual point of view may be, and is in many cases, even with very conscientious teachers, the source of much unintended and unconscious injustice on the one hand, and of unhappiness and perversion on the other.

Here again, in the point of ill-contact, exaggerations of faults and peculiarities, sometimes bordering on mutual hatred, will be the natural consequence, and pupil and teacher will be unable to "get along" with one another. If a pupil were doomed to be under the direction of a teacher whose sympathies and appreciation are not with him, for even more than a class term, his whole nature might become distorted and his fate put to hazard; at least he could not develop his own best qualities and thrive healthily. If such direction is exclusive, even the shortest period of influence is too long.

It is altogether different when the child comes in contact with more than one teacher simultaneously, all

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* *School Journal* (New York) August 25, 1894.

of them representing different activities, tendencies, and moral and mental attitudes, temperaments, and ideals, each of them carrying with her a different atmosphere of human thought and reaction. Then the child will be observed from more than one standpoint; and if care is taken that there is an exchange of opinion and a comparison of notes under systematic direction, the child will, to the minds of the observers, stand out in bold relief, as it were, in his complete bodiliness. The observations of one will be supplemented, and perhaps corrected, by the others, and a juster appreciation of the child's real nature is possible than by any other method.

It will thus be seen that the first reports from the different teachers on a pupil placed on trial in a class, will really be of value in determining his place in school.

After gradation.— *When the pupil is once definitely graded the reports from all the teachers are continued,* at irregular intervals, as often as anything impresses the observer as noteworthy, or whenever puzzling developments occur, or in case special reports are requested. Each report is written on a special card and handed to the director of the school, who carefully reads and eventually annotates it. Some reports may then be referred back to the teachers who wrote them, for further investigation; or to another whose attention the director wishes to call to certain interesting facts which may require special coöperation. Other reports are otherwise referred, or talked over with the pupils directly, or with the parents, etc. Then they are filed.

Recording of reports.—For this purpose there is a large cabinet (card catalogue file), with a special drawer for each class, where the pupils' cards are alphabetically arranged. For each pupil there is a blue guide card, on which his name, date of birth, parents' name and nationality, address, the schools he has attended, and other information obtained from his application blank, are carefully written down. The report cards themselves are of handy size, white for the boys, and buff for the girls. On each card, space is left for the name of the pupil, name of the reporting teacher and the date of the report. Each is perforated, and a removable rod fastens all the cards of a class together in one compartment. Each set can so be read easily, like the pages of a book, and the entire set, or the cards of a particular child, or a single card, can be conveniently removed for reference, annotation, or rearrangement. All special reports, detention slips, and home reports are so arranged that they can be filed chronologically with the other report cards of the children.

Memoranda.—In addition to these card reports, there are kept on file copies of letters to and from parents; newspaper clippings which happen to give information of a pupil or his family; samples of the pupils' work, etc. Special reports on the entire grades are also handed in by the different teachers, classifying the children under convenient heads as regards their talents and deficiencies.

The following headings have so far suggested themselves:

(1) Defects of hearing,
(2) Defects of sight,
(3) Defects of speech,
(4) Ear-mindedness,
(5) Eye-mindedness,
(6) Literary talent,
(7) Manual efficiency,
(8) Artistic nature,
(9) Observant children,
(10) Growing (physically),
(11) Retarded growth,
(12) Healthy,
(13) Delicate,
(14) Nervous,
(15) Attentive,
(16) Lack of concentration,
(17) Progressing (mentally),
(18) Retarded development,
(19) Leaders,
(20) Imitators,
(21) Neutral,
(22) Morally deficient,
(23) Prigs,
(24) Impulsive,
(25) Passive,
(26) Obstinate,
(27) Lazy,
(28) Bad spellers,
(29) Musical,
(30) Peculiar or exceptional.

A chart with all the children of a class grouped under these heads, or a set of such charts, made up by the different teachers of a class in this way, will prove exceedingly helpful in matters of individualizing instruction and discipline. Of course, owing to the variations and fluctuations in a child's development, new charts of this kind will have to be written out from time to time to follow up these periodical changes. Of the medical records which supplement all this work, mention will be made later. Special notes are also kept of the observations which the care-takers make during the games at recesses, during the regular excursions which are undertaken to the museums, parks, etc., and on vacation trips to the country in summer, arranged for groups of children by the school, as then, in view of the greater freedom the children enjoy on such occasions, much of the otherwise hidden portion of their nature will be revealed.

Pupils' work.—Then there is, for handy reference, kept on file a *collection of pupils' work* in all departments, filed monthly in cabinets arranged for this pur-

pose : compositions, mathematical exercises, drawings, models, reports on scientific experiments, samples of manual work, etc. All of these specimens are carefully studied and compared, not only in order to control the work of the school in general, but specifically with a view of ascertaining the peculiar condition of each pupil along these different lines of his activity.

Some of the compositions are so devised as to give particular information, very much like the tests made on large numbers of children by child-students ; but while these latter are intended to yield *general* results, the tests here referred to aim at a better knowledge of the individual child. Among the themes given out in this way are the following : descriptions of favorite characters in fiction ; description of real persons as met in the streets, at home, etc. (the milkman, the grocer, and the like) ; The first thing I remember ; What I want to do during vacation ; What I hope to do when I am grown up.

Special investigations are made from time to time, mainly with a view to obtain such information as will help in determining the principles upon which a rational course of study can be based. Thus, data have been collected with reference to the problem as to *whether boys and girls should be given the same kind of work in manual training.* Some of the results were summed up by the writer elsewhere*, and he may be permitted to quote some of the more generally interesting statements :

"The work of the boys is stronger, firmer, more

* *Teachers' College Bulletin* (New York), March, 1896.

practical; my theory is that they possess a better appreciation of shape and purpose, and that they show more originality. The girls, however, do neater work, more accurate in details, more artistic or more decorative, while they are less constructive and somewhat weaker in execution.

"Without wishing to base large generalizations on these few facts, I feel safe in saying, even at this early stage of investigation, that they seem to prove a differentiation of aptitudes in the two sexes, even in young children. This differentiation is determined by two factors: First, *the sphere of interest.* This being somewhat different in boys from what it is in girls, it would seem natural that their manner of work should vary accordingly. Second, *the difference of physical strength.* Practical teachers know that in many instances the physical strength necessary for doing any kind of manual work is a matter of very slow growth in both sexes, and that things which appear to be easy for older children are often very difficult for children of six, seven or eight years of age, from lack both of strength, and of power of concentrated attention and co-ordinated muscular activity. Considering that the physical development of boys differs from that of girls in point of strength and concentration, it seems only natural that their work will be largely influenced by these conditions.

"On the basis of these observations I will venture to outline a few practical suggestions which, it seems to me, ought to be considered in arranging the course of study in schools where manual training has been introduced.

"(1) In *art work* it does not seem necessary to make much difference between the two sexes, at least in elementary grades. There should be some kind of difference made in the higher grades, but what its character should be is as yet difficult to determine. I have found that the boys select more characteristic models for modeling; for instance, that they desire to model strong features, faces of a decided character, while even here the girls prefer decorative models. But to what an extent a general statement can be made on this basis appears doubtful at the present time.

"(2) Even with regard to constructive *drawing* (geometrical and architectural drawing) it seems that little difference between boys and girls need be made. The observations of our teacher of mechanical drawing have shown that in this branch the girls are apt to do very neat and accurate work.

"(3) As to *sewing* and the *domestic arts* in general, it appears advisable to confine that work largely to the girls, in the first place because the home constitutes the principal sphere of interest for women, and secondly, because the work in the domestic arts requires relatively less physical strength than the work of the shop. Boys, especially the older ones, take very little interest in work which does not require the application of their full strength. Nevertheless they should not be excluded from sewing. In the two lowest grades of this school at least, the interest of the boys in this work is indeed equal to that of the girls. Later on the boys do not care for the same work in sewing as the girls, but it is likely that their interest would be aroused by giving them—as has been done in some places—tents, or sails

for sail-boats, to sew; in other words, such tasks as would fall within the limits of their natural sphere of interest.

"(4) In *geometrical construction* proper, I see no reason why boys and girls should not do exactly the same work. For instance, in card-board geometry and the combination of geometrical solids into models of engineering-work (work done in the Ethical Culture schools)—I cannot see why girls could not do as well as boys. In fact, the girls should be given an opportunity of learning as much as they can of machines, because even in every-day life a woman will be brought into contact with a great many problems requiring such knowledge. It is not only the sewing machine and the boiler in the kitchen, but a great many other mechanical contrivances with which a modern girl has need of becoming thoroughly familiar for her performing in the best manner the duties which will confront her in ordinary life. We may hope that then a woman will herself create a number of labor-saving contrivances the need of which is even now keenly felt in every household.

"(5) Regarding other constructive work, almost the only kind applicable in the girls' classes appears to be the elementary *carpentry work* which we do in our lower grades. In the past, girls have done too little constructive work along these lines; women who have had a good chance of doing some work of this character with their brothers when they were young, have told me how much they were benefited by it. Girls might well learn to make some familiar articles of wood and wire, as furniture for dolls' houses and the like, and it

does not seem at all necessary to separate boys and girls in this work.

"In addition to this it appears advisable that a small quantity of real *shop-work* should be given to girls. Simple hammering, the driving of nails, is an art which many a woman would learn to great advantage. Then artistic wood-carving, provided the wood which is used is light enough so that it does not require too much physical strength, seems to be quite in the line of girls, while the more difficult and heavier carpentering and metal work is fitly reserved for the boys.

"The question whether different kinds of work should be given to boys and girls, is merely a part of a much larger problem regarding which we as yet know very little. The larger problem is the study of sexual differences, both physiological and psychological, between boys and girls. At the present time, when the woman's question is receiving such large attention from all points of view, when the claim is advanced that there is practically no difference between man and woman, the problem whether there is any such difference, and how early and in what direction it asserts itself, becomes more and more urgent. It has been shown that in the period of adolescence, at any rate, boys and girls do differentiate to such an extent that not only their manual work but the whole range of their activities as well as their treatment should in some way be different. Many questions have been proposed in regard to this problem, many experiments have been made, and many tests have been introduced; and yet we are at the present time almost as ignorant with regard to it as we were ten years ago."

How differently children impress the different teachers, becomes very evident from these reports. There is the case of a boy whose power of memory was reported very weak by one, very strong by another teacher. The former was teacher of history, the latter, of natural science. It came out that in history, the boy's mechanical memory, the learning of dates, had been referred to—and that *was* his weak point, while he could well remember the sequence of experimental tests in laboratory work. Contrasting the reports on a few other children, we have the following:

A girl: thought excessively dull by one, only shy by another teacher.

A girl: Coarse with one, fine emotions with another.

A boy: Shy in the presence of one, insolent to another.

A boy: dignified, respectful, and respected according to the reports of one; full of mischief—he, with two other boys, always the source of any class disorder, with another.

A boy: Easily controlled by one; uncontrollable and demoralizing in the lessons of another.

Of course, these contradictory statements are indicative of the different conditions under which the pupil is observed; also of the effect of the personality or the efficiency of the teacher, of the class atmosphere, the character of the work, etc., and re-adjustment is needed which will become possible through a frank exchange of opinions on the part of the teachers.

A similar discrepancy may be observed with regard to *the child's attitude at home and in school.* It is quite

instructive to contrast the reports of parents with those of the teachers as preserved in these records. Following are a few examples :—

Child as reported from home	*Child in school*
conscientious,	careless.
brilliant,	well meaning, but backward and rather dull.
full of application,	lacking application.
depraved (!)	very good and reliable.
passionate,	self-controlled.

It may seem difficult to harmonize such diametrically opposed statements, and yet they indicate nothing but different reactions of the child upon different environments, and if studied with a satisfactory knowledge of the determining factors, they will serve to illuminate the secret recesses of the child soul, and lead towards a better understanding of its needs.

Special talents.—The discovery of special talents with the help of the diversified course of study, and of the special teachers as the representatives of the manifold human activities, has been alluded to above. Artistic natures among children are perhaps most benefited by this course, as they in consequence of their artistic temperament, often cut an awkward figure among their comrades.

There is the case of a poor boy, E., now eleven, who is rather small for his age, restless, mischievous, often in trouble—a weak nature. His work in the ordinary branches is on the whole satisfactory, but he is inexact in manual execution ; gifted, however, beyond the ordinary in art.

Another boy, now fifteen, is the nephew of a well-known author, and the inherited talent manifests itself in him in the direction of artistic ability. The boy is really a remarkable painter, considering his age, with a most wonderful feeling for beauty of form and color. But there is a peculiar absence of steadiness, evenness, and "zielbewusstsein". The boy is thoroughly bohemian in nature—he is interesting, but weak. His literary compositions vary from excellent to poor. He is bright in mathematics, but, like an older sister who was formerly a pupil of the school, he often lacks impetus in his ordinary work.

A peculiar case was that of a girl whose physique was as heavy as her mind. She was apparently very dull and more than once a candidate for dismissal. She was decidedly non-linguistic and non-literary; grammar and composition were utterly beyond her. But she showed astonishing reasoning power in the discussion of historical and ethical questions. On the manual side, she was particularly good in the millinery work of the Seventh Grade, and finally developed a most startling efficiency in designing. As she had reached her sixteenth year, she was withdrawn and put to work with a milliner; her case was certainly interesting, showing slow development and unexpected possibilities.

There are many children who manifest from the kindergarten up decided manual tendencies, combined with inefficiency in linguistic expression and logical reasoning. On the other hand, there are such whose power of expression is pre-eminently of a literary nature; whose thoughts soar up to heights of abstract problems, while they are awkward, and often a total failure,

whenever their hands are employed. While education will take advantage of these indications of supreme interest, it will become necessary to make attempts, at least, to use this interest as a point of vantage gradually to reach further down and awaken dormant faculties.

It needs no long explication that the majority of children exhibit more or less complex combinations of faculties and tendencies; but in few cases will there not be found some special avenue through which it will be easiest to reach the psyche of an individual child, even though this psyche may too often seem timidly to vanish away from the searching probe of the teacher.

School physicians.—A most valuable help in this study of individual children is rendered by the school physicians, of whom there are two. On entering a child, parents are requested to fill out the following blank which is intended to give information as to the child's physical history.

Date.....

Child's History

Name..... Date of birth.....
Condition of father's health.....
" " mother's " .....
(If parents are dead, state cause of death) .....
Is there any hereditary disease in the family? .....
Is the child's general health good? .....
Has the child always had good health? .....
Mention all the diseases it has had.....
Has the child ever had any of the following troubles?

Asthma,	Fits,
Shortness of breath,	Rupture,
Bronchitis,	Spinal disease,
Spitting of blood	Hip disease,
Pleurisy.	Sleeplessness,
Pneumonia,	Headache,
Heart disease,	Neuralgia,
Palpitation of the heart,	Dizziness,
Kidney trouble,	Dyspepsia,
Epilepsy,	Habitual Constipation,
St. Vitus Dance,	Jaundice,
Rheumatism,	Chronic Diarrhoea.
Paralysis,	

Has the child ever had any injury or undergone any surgical operation?
How much time spent in the open air daily?
How many hours sleep?
Any additional remarks.

With this information at their disposal, the physicians measure and examine all pupils at regular intervals. The following data are obtained: Height in inches (without shoes); weight in pounds (with clothing reduced to a minimum); girth (in centimeters) over the skin of neck, right and left arm, right and left calf, and chest before and during inspiration, respectively expansion; antero-posterior and transverse diameters of the chest, and, in cubic inches, the lung capacity. Apparatus used are a height measure, scale, tape-measure, calipers, and spirometer. An examination of heart, chest, lungs, spine, etc., complete the test.

The advantages of these investigations are manifold. First of all, they enable the physicians to *discover incipient diseases*. The following case is particularly interesting. The report is that of a colored girl who at the date of the first measurement was fifteen years old. The following will show comparatively the data of two measurements, at an intermission of one year.

Date		Nov. 10, 1891.	Nov. 11, 1892.
Height	(inches)	59.1	59.1
Weight	(lbs.)	92.	89.
Girth neck	(cm.)	27.5	29.2
Girth right arm	(cm.)	18.1	19.2
Girth left arm	(cm.)	17.6	18.5
Girth right calf	(cm.)	29.6	31.
Girth left calf	(cm.)	29.3	30.3
Girth chest	(cm)	65.5	73.
" " full	(cm.)	72.5	77.
T. D.	(cm.)	21.2	21.
A. P. D.	(cm.)	18.2	15.
Capacity of lungs	(cu. in.)	95.	90.

It will be seen from a comparison of the two columns

that while the girths show a general increase, owing to natural development, the girl did not gain as much as one-tenth of an inch in height, which means that her growth had been arrested during the past year, and several important measurements show a decided decrease. In weight she had lost three pounds; the difference between the chest measure before and after inhalation is reduced from seven to only four centimeters; the diameters, especially the antero-posterior diameter, show a decided decrease, and the capacity of the lungs is reduced from 95 to 90 cu. in.

At the time of the first measurement, the girl was found to be in normal health; the alarming discrepancy of the first and second series of figures, however, led to an immediate and thorough examination, and the school physician recorded the following diagnosis:

Heart trouble; mitral insufficiency and hypertrophy of left ventricle. Has probably from her history had rheumatism in the past year of which her heart trouble is the consequence.

Treatment was prescribed, but it was perhaps too late. Curiously enough, the child denied having suffered from rheumatism, but scarcely two months later she had to leave school on account of inflammatory rheumatism.

This instructive case induced the writer to institute the measurements at shorter intervals (at present from three to four times a year), as thus incipient disease will be more speedily detected; and in quite a number of instances, success has crowned these efforts. Among the physical defects the progress of which was checked in this manner, or to which timely attention was directed so that proper treatment could be administered,

may be mentioned tuberculosis, appendicitis, scoliosis, diseases of eye and ear, adenoid vegetations, chorea, grand mal, a large number of different neurotic troubles, etc.

In passing, it should be mentioned that by this careful supervision of the children's physical condition by the school physicians and the teachers whose observational powers had been stimulated and educated in this direction, the spread of contagious diseases was effectually kept under control whenever there was danger of an epidemic, so that even at times when measles, diphtheria, or other treacherous maladies were raging all about the school, the latter remained almost completely free from infection.

Relation of health to conduct.—But in connection with child study work proper, the coöperation of the physicians became indispensable. Mental and moral deterioration is so often merely the result, concomitant, or symptom, of physical defect or changes, and needs treatment rather than punishment, that the writer is in the habit of consulting the physician in all cases when detrimental reports reach him from the teachers, before he takes any other step. Of course the coöperation of the parents will often become necessary, and few of these will be found reluctant to listen to reason.

Cases of this kind are so interesting and instructive that a few may be here described.

(1) *A girl of eleven.*—The reports of the teachers may be summed up as follows: Below the average in reading; no mind for mathematics; careless in manual execution. Poor work in sewing. Unable to give an intelligent answer. Little power of attention. Lacks self-control

and is very emotional. Restless and absent-minded. A disturbing element; somewhat quarrelsome. In excitement, gesticulating wildly. Suffering from headaches. No mental or moral backbone.

An investigation of her home surroundings showed that they were very unfortunate. The father is of violent temper and sometimes given to drink. The lodgings have little light and air, and the people being very poor, there is lack of nourishing food. The physician discovered hereditary traits of degeneration (roof of mouth too high and narrow; dental arch shows deformity in upper and lower jaw; teeth close at the edges—front teeth meet, lower jaw too far forward). The girl has had epileptic attacks; is easily startled, timid. Has bad dreams, of death of relatives, or accidents. Both nasal passages are obstructed; child a mouth-breather. Body too moist, perspires too freely; chronic constipation.

From all this it might appear that the case is nearly hopeless. Yet, it was observed that the girl gave evidence of a certain motherly instinct which made her very helpful with the younger children in her class. This trait was taken advantage of. Besides, the teachers were encouraged by their experience with an older sister, who after passing through similar symptoms, and severe attacks of hysterics during period of pubescence, was finally coming out fairly well—not a brilliant scholar, to be sure, but of average ability along certain lines, and peculiarly interesting along some. She is sadly deficient in language and history, but good in mathematics, art, and manual work. Her character is particularly remarkable. Indeed, there are pessimis-

tic and crude traits, but coupled with these is a loving and grateful disposition, an intense love of beauty, and exceptional literary perception. Her younger sister's motherly instincts reappear in her in the form of a desire to become a kindergartener. The younger girl, by the way, is now, since she has reached puberty, giving evidence of a healthier development.

(2) *Another girl of eleven.*—There is another interesting case of a girl who was eleven years old at date of latest report. Formerly having been reported to be of fair intelligence and an average worker, though being a spoiled child, all at once she seemed to degenerate. The teacher complained of her apathy; she could not answer the simplest questions and is falling away behind her class. She was thought either stupid or negligent. Most of her time was spent in play; she appeared indifferent, lazy, making no effort. In sewing alone was good work and satisfactory interest reported.

When the case was referred to the school physician, the following diagnosis was submitted: Again certain deformities of mouth, teeth, etc. Enlarged tonsils, a nasal catarrh, adenoid vegetations; a mouth breather; slightly deaf and nearsighted. Frequent headaches. This diagnosis of course explains all the symptoms above described. The child did not answer the simplest questions, because she did not hear them; she could not follow blackboard directions because she did not see them. On the whole, her physical condition made it impossible for her to make mental exertion and to do justice to the work of the class. She was placed under treatment; the tonsils were resected, the vegetation, removed. Now there is a general improvement, even

though it is indeed a slow process to overcome acquired habits which had been allowed to develop during a relatively long period.

The attention of teachers must be called repeatedly to the bad effect which nasal obstructions and enlarged tonsils have upon the general mental habitus of a child; mouth-breathers should be carefully singled out and placed under treatment. There are often aural defects resulting from such conditions, so that the sense of hearing is impaired. There is such a large percentage of children whose hearing, or vision, is defective, and who, their trouble not being rightly understood, are classed among the dull or obstinate and treated accordingly, that too much caution and conscientious observation cannot be recommended to the teacher.

A few more typical cases:

(3) *A boy of five* (C.)—Teacher's report:—Quiet, phlegmatic; sits in a loppy way in his chair as if tired out, and drags his feet in marching, lagging behind the other children. Gives the impression that he is half asleep.

Doctor's report:—"Large head and thickened joints. Rickets."

Treatment prescribed. Result: Now improving in every way.

(4) *A boy of six* (F.):—Formerly the pride of the kindergarten, in spite of his youth. Showed fine reasoning ability, was deeply interested in everything, bright, active, inventive. Then all of a sudden the teachers noticed that he looked very pale, seemed tired, had lost interest, and that everything was such an effort to him.

Doctor's report: "Indications of a mild form of

chorea"—that curse of precocity. Rest and treatment have cured the boy.

(5) *A girl of twelve* (S.)—Very active, bright, interested. Suddenly falling behind, with signs of great nervousness.

Doctor's report :—" Her nervousness seems to have had its origin in an attack of rheumatism two years ago, which appears to have been very severe. There is also a cardiac murmur indicative of an affection of the heart, and there is some chorea."

The parents were advised under these circumstances to take the child from school. With rest, treatment, and home training, she is now well on the way to improvement.

(6) *A boy of eleven* (P.)—Very bright, very inaccurate, working for effect. Lacks persistence and willpower—slyly mischievous. Changing from alert attention to listlessness. Not truthful.

Doctor's report :—" Physically poorly developed. Narrow, uneven chest, signs of former rickets. Also curvature of the spine."

Little is to be done for this boy, at least at present. His queer ways must be tolerated and made the best of. He is fond of art-work and does well in geography and science.

(7) *A girl of twelve* (A.)—(colored):—She was never very bright or attentive, according to the teachers' reports. Yet she seemed cheerful. Lazy and without effort. The teachers of her class recommended her dismissal.

A consultation with the mother and the school physician revealed the fact that the girl was suffering from

grand mal (epilepsy) and was generally in poor health. On some days she was really too miserable to go to school, and yet she insisted on going. A few times, she was overcome by attacks of vertigo in the street, in going home from school, and had to be attended to by passers-by.

Time and treatment were granted her. Gradually she picked up and is now improving steadily. The teachers' reports show a very different girl: intelligent, bright, quick. The teacher who had been most emphatic in demanding her dismissal, wrote: "She is one of the girls in the class upon whom I can best depend. Is anxious to do her best, and is doing very good work". The only indications of her trouble still left are a certain sensitiveness, excitable temper, occasional headaches and nausea.

The period of pubescence in boys and girls is one during which a great deal of care is required on the part of parents and teachers, especially as there is so much ignorance prevailing as to its physiological and psychological significance and requirements. It is a time of vital changes in the development of body and soul, and in the attitude assumed by the child towards life and duty; it means an awakening and a conquest. It signifies, in the child, the first dawn of coming manhood and womanhood, and any injury at this time to the integrity of a child's soul and body can be rarely repaired by a life-long struggle to build up again the broken ramparts of health, purity, and idealism. Leaving the children in ignorance of the significance and sacredness of the new function evolving in them is a poor way of

fortifying them to meet the physical and moral dangers with which their path is beset at that time. At any rate, a careful study of individual children passing through this period will amply repay whatever effort may be bestowed on it, and will in many instances save a poor struggling soul from destruction.

This development is often accompanied by very peculiar symptoms, which have seemingly nothing to do with the pubescent process, and yet are clearly indicative of it. Among both boys and girls there is a tendency to be boisterous, to defy authority and directions, and to make awkward attempts at independence. Girls particularly will be given to excitability degenerating into hysterical conditions, or they will tell falsehoods without cause or provocation and be often very unreliable. If the period of pubescence, as is often the case, is also one of rapid growth, the children will be lazy and difficult to handle. These symptoms generally pass away as quickly as they come, though of course unskillful handling may perpetuate them. Sympathetic treatment, which need not lack firmness, will help the children to adjust themselves to their new conditions and to develop new and higher ideals of life.

Teachers' and parents' meetings.—What the reports so far described may leave obscure, will become clearer and more intelligible by open verbal discussions. Such take place whenever the occasion demands it, between the teachers, the director, and the parents, whose coöperation is constantly sought. In stated meetings, the teachers exchange their opinions on individual children, with constant reference to the records as filed, and the discussion and its results are carefully noted down.

There are also monthly meetings of teachers and parents whereby opportunity is afforded for much mutual help and information. Teachers often visit parents and children at their homes and thus establish a friendly relation between home and school, and ascertain many helpful facts concerning the home environment of the child; while the parents will learn to appreciate the teacher in her or his private capacity as a lady or a gentleman.

Home reports.—As in other schools, there is also another regular communication with the parents, viz., the home reports. These, however, differ in several essential points from the reports as ordinarily prepared. It hardly needs mentioning that there is no system of percentage marking; the viciousness of this system which undertakes to size up a child's proficiency and progress in an arithmetical formula is well known. Whatever may be said of the pupil can best be said in words adapted to the individual case. Words, therefore, are used on these reports. They are given out only three times in the course of the school year: at Christmas, at Easter, and at the close of the year, in June.

Furthermore, these reports do not contain a list of all the subjects taught, with a statement of progress in each, but rather a resumé. At the times specified, the different teachers hand in their opinions of the pupils' progress, together with explanatory remarks, if necessary, to the director of the school; and he, on the basis of these statements, and after consultation of the general record of the children and also of the physician's report, writes out the reports which are sent home. The cards look as follows:—

(UPPER SIDE)

OFFICE HOURS: { Thursday and Friday, 3-5 P. M.

MAXIMILIAN P. E. GROSZMANN, Pd.D., Superintendent.

The Ethical Culture Schools

REPORT FOR

GRADE:..... DATE:..... .....

NOTE.—Parents who desire to obtain detailed information as to the progress of their children in the different branches of instruction are invited to call at the office of the Superintendent at any time during office hours, and also to consult with the Superintendent and teachers at the regular monthly parents' meetings.

☞ **If more frequent reports in writing on special branches are desired, they will be furnished upon application to the Superintendent.**

☞ Parents are requested to sign this report, so that the children may return it to their Class Teacher on the day after it was issued; otherwise the pupil is liable to be sent home from school.

Form No. 83

(REVERSE SIDE)

No. ½ DAYS PRESENT.....	*Supt.* .....
" ½ " ABSENT.....	
" TIMES TARDY.....	
CONDUCT.....	
PROGRESS.....	
DEFICIENT IN..... ..	
.....	*Parent's Signature* .....
REMARKS.....	
....	
.....	
PROMOTED TO.....GRADE.....	

The special reports mentioned on the upper side of this blank are filled out by the teachers directly: few

of them, however, have ever been issued as the parents were well satisfied with the ordinary reports. Following is a reproduction of the blanks used for this purpose :

(UPPER SIDE)

OFFICE HOURS : { Thursday and Friday, 3-5 P. M.

MAXIMILIAN P. E. GROSZMANN, Pd.D., Superintendent.

The Ethical Culture Schools

Pupil's Name.....

Grade.... .....Date.....

Superintendent's Signature,

....

Parent's Signature,

....

Form 84

(REVERSE SIDE)

SPECIAL REPORT

SUBJECTS	PROGRESS	TEACHER'S SIGNATURE

The value of this system will be better understood by the following sample reports :

(1) *Report for L.* (*boy*).—Grade VII.

Date, Dec. 1, 1895.

Conduct :—Not always satisfactory.

Progress :—Not satisfactory.

Deficient in geometry, algebra, history, geography, music, and work instruction.

Remarks :—It is as yet doubtful whether he will learn to control himself. His mischievousness and inclination to become vulgar have given much trouble.

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(2) *Report for G.* (*girl*).—Grade IV.

Date, April 1, 1896.

Conduct :—Fair.

Progress :—Fair.

Remarks :—Is not doing her best. Somewhat domineering, and needs tactful, firm management.

Date, June 1, 1896.

Conduct :—Fair.

Progress :—Fair.

Deficient in grammar.

Remarks :—Promoted to V Grade on trial.

Date, Dec. 1, 1896. Grade V.

Conduct :—Improving.

Progress :—Fair.

Remarks :—Beginning to develop the right attitude in work and manner.

(3) *Report for F.* (*boy*)—Grade III.

Date, December 1, 1895.

Conduct :—Not very satisfactory.
Progress :—Fair.
Deficient in composition, music, and designing.
Remarks :—Is capable of doing much better work, but is careless. Seems deeply interested in the manual branches.

---

(4) *Report for H.* (*boy*).—Grade VII.

Date, December 1, 1895.

Conduct :—Generally satisfactory.
Progress :—Generally satisfactory.
Remarks :—Only fair in art work. On the whole, while doing well, he might still do better, were it not for occasional lapses into carelessness.

Date, April 1, 1896.

Conduct :—Satisfactory.
Progress :—On the whole, satisfactory.
Deficient in arithmetic.
Remarks :—As he has shown improvement, his falling off in mathematics is particularly remarkable.

Date, June 1, 1896.

Conduct :—Satisfactory.
Progress :—On the whole, satisfactory.
Deficient in mathematics.
Remarks :—Promoted to VIII Grade.

Date, December 1, 1896. Grade VIII.

Conduct :—Satisfactory.

Progress :—Fair to satisfactory.

Remarks :—Immature, and difficult to reach. His imagination is not very elevated. Possesses manual skill.

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(5) *Report for E. (girl).*—Grade VI.

Date, December 1, 1895.

Conduct :—Not satisfactory.

Progress :—Not satisfactory.

Deficient in most branches.

Remarks :—Unless a decided improvement is observed at an early date, it may become necessary to drop E's name from our list of pupils.

Date, April 1, 1896.

Conduct :—Only fair.

Progress :—Not very satisfactory.

Deficient in natural science, art, and mechanical drawing.

Remarks :—There is a slight improvement. She is good-hearted but often ill-mannered, and does not sufficiently exert herself.

Date, June 1, 1896.

Conduct :—Satisfactory.

Progress :—Fair.

Deficient in German and art.

Remarks :—Promoted to VII Grade.

Date, December 1, 1896. Grade VII.

Conduct :—Satisfactory.

Progress :—Only fair.

Deficient in Latin.

Remarks :—Seems to have reached the limit of her intellectual development. Has improved much in conduct and character.

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(6) *Report for C.* (*girl*).—Grade VI.

Date, December 1, 1896.

Conduct :—Satisfactory.
Progress :—Slow.
Remarks :—Tries hard enough. Her physical condition needs attention.

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(7) *Report for B.* (*boy*).—Grade V.

Date, December 1, 1895.

Conduct :—Not always satisfactory.
Progress :—Fair.
Deficient in German and mathematics.
Remarks :—Is at times ill-mannered and impertinent.

Date, April 1, 1896.

Conduct :—Satisfactory.
Progress :—On the whole, satisfactory.
Remarks :—Steadily improving.

Date, June 1, 1896.

Conduct :—Satisfactory.
Progress :—Fair to satisfactory.
Remarks :—Physically weak.
Promoted to VI Grade.

Date, December 1, 1896. Grade VI.

Conduct :—On the whole, satisfactory.
Progress :—On the whole, satisfactory.

Remarks :—Slow, earnest, helpful. Has aptitude for art work.

(8) *Report for M* (*boy*).—Grade IV.

Date, December 1, 1895.

Conduct :—Satisfactory.

Progress :—Fair.

Deficient in composition and mathematics.

Remarks :—Successful in art. Has of late given evidence of great carelessness.

Date, April 1, 1896.

Conduct :—Satisfactory.

Progress :—Fair.

Deficient in geometry.

Remarks :—Very careless in everything, even about his personal appearance, which needs attention decidedly. Weak in English.

Date, June 1, 1896.

Conduct :—Satisfactory.

Progress :—Fair.

Remarks :—Still too immature. Not promoted.

Date :—Dec. 1, 1896.

Conduct :—Generally satisfactory.

Progress :—Satisfactory.

Remarks :—Somewhat restless and inclined to be mischievous ; well-intentioned.

As there is likely to be much doubt as to the sufficiency of these reports, the writer may be permitted to quote some of the arguments which were presented in favor of this method, in the earnest discussions which

preceded the final adoption of the plan by the faculty of the school.

The characteristic features of the system illustrated here are, once more, first that the reports are given at long intervals; secondly, that instead of a long list of statements on all the different subjects taught in a class, a summary of general progress is given, with the addition of explanatory remarks when deemed necessary; that words are used instead of figures; and lastly that the teachers do not make out these reports directly, but that the director condenses their individual and detailed statements into the form of a pointed message to the parents.

Frequency.—Regarding the frequency of the reports, the element of time and energy spent must be considered, as a monthly report would involve an enormous amount of labor. Class teachers teach a number of subjects to an entire class; in the Ethical Culture schools, most of the teachers give lessons in more than one class, some in all classes where reports are given; this means reporting on 100–200 children. Even if the system of instruction were of the mechanical recitation kind where daily marks are given, so that the report would merely mean an arithmetical average, the monthly reports would consume much energy which could be applied to better purpose. But in a school where the lessons are conducted in a different spirit, where education, spiritual and mental growth, and inspiration are aimed at rather than examinable knowledge, and where the child's individuality is studied and respected, the making of a most ordinary statement on a child is a matter of no little difficulty.

To say with any degree of certainty whether a child is progressing or not, is often a puzzling problem, not easily solved in short stated intervals, and in a few words. It may be said that it should be easy for a teacher to say as much on a monthly report as he can say to a parent at a parents' meeting. But the fact is that even at such meetings, when the teacher has time to express himself fully in a personal interview with a parent; when his gestures, the expression of his face and the tone of his voice, help in making his meaning clear,—that even then it is not always an easy matter to answer the parents' questions in a satisfactory manner. How much more difficult is it then to express an opinion in a few stated words on a written report, unaided by those helps which the spoken word affords!

At any rate, it will be advisable for the teacher to consult his records and notes on each child as far as such can be kept; to look over the work done during the month, and to try to recall as much of the child's doings throughout this period as will enable him to say conscientiously whether there was progress or not. This means many hours of work, and it is plain that this time is lost somewhere. Certainly, such a waste of energy on the part of the teacher appears entirely disproportionate to the good it may do. It ought to be added that when teachers and director, as far as special cases are concerned, are in constant communication with the parents, even apart from the parents' meetings, formal reports at stated intervals appear still less necessary.

Then there are certain subjects which, in a well regulated course of instruction, will not occur very

frequently in the course of a month ; progress or retrogressive tendencies in such, as *e. g.*, shop work or art, will not manifest themselves very plainly during short periods of observation. But, really, this is true of all branches ; sudden changes in a child's progress will be observed only at critical times, which do not occur simultaneously in all children of a certain class. A longer period of observation will enable the teacher to do greater justice to a pupil's real development than any brief interval can possibly afford : and it is therefore unavoidable that frequent reports would induce a tendency to become formal and mechanical.

General summaries.—Then a pedagogical treatment of subjects requires that they should be classified and correlated. A report putting estimate upon individual branches tends to neglect this correlation, to emphasize division rather than relationship, to represent the school work in segments, and to ignore the *proper* relation of important divisions of the *same* subject. Accidental and minor details assume undue importance, unconsciously perhaps, from a sincere desire to make the best showing possible for the pupil.

Thus the teacher falls a victim to the system and violates some of the fundamental principles of pedagogy by reporting on single educational activities and isolated means, in order to bring the pupil to an artificial standard.

While such a system may lead to a knowledge of many things, it fails to give that unity of consciousness, which, we are told, is so essential to the development of a strong personal character.

If the cards were marked separately by each teacher,

that is, in each subject, there would be from ten to twenty items on each report. A multiplicity of details is confusing. It is a question whether the average parent would be able to disentangle from this mass the central thought, "The child's work is satisfactory."

An examination of any one card is sufficient to show that the scholar has been studied individually. The spirit of the school breathes in every word. If the work has not been satisfactory, the reasons are sought and carefully explained upon the reports. Rebuke is given in a tender manner which can leave no question as to the human interest felt for the child.

Difficulty of marking subjects.—But suppose progress in all the different subjects should be marked —in what way is the marking to be done? Figures are justly objected to, and words preferred. But unless a complete sentence or two of variable content is used in every case to express the meaning of the teacher, the selection of words will be confined to a small group of terms, such as good, satisfactory, fair, poor, falling behind, keeping his own, making progress, and the like. Unless these terms are well graded in their relative value, child and parent will be confused as to their meaning, and questions as, "Is satisfactory more than making progress", or "Is fair as good as keeping his own", and the like, will become numerous. And if they *are* well graded, the use of figures in place of the words is only a matter of convenience. The pupils (and their parents) will count up the "goods", "making progress", etc., as mechanically as they did the "ones, "twos", or the 90 %, 80 % and the like.

Then what standard is to be accepted? The class

standard ? This varies each year, and with every new teacher, and according to departments. The child's individual capacity ? That is sometimes difficult to determine, especially from the standpoint of a department teacher, and it is a factor of variable character, besides meaning a different thing in different studies. In either case, the same marks will mean different things for different pupils, in different classes, and in different subjects. Besides, the standards of the different teachers, each representing a different attitude and individual conception of what the child ought to do or might do, differ so much that a mutual agreement as to the meaning of marks has been proved to be practically impossible. All this, if the reports are to contain statements on each subject, must needs produce confusion and dissatisfaction in both child and parent ; while if the general result of the child's efforts is summed up by the director of the school, all these incongruous marks may be harmonized and given their due share in valuing a child's standing in the class.

Report from the director.—It may be said that the teachers' marks should be directly reported to the parent, and that a system which makes the teachers lose their identity in a general statement by the director, tends to weaken their relations to pupil and parents. Indeed, there are few schools where a closer relation between the teachers and the pupils and their parents is encouraged than in this, and the reports will neither weaken nor strengthen the teachers' position. Or rather, it has been shown that they might really weaken it by the misunderstandings which so often arise in consequence of the usual inability of the scholar to appre-

ciate the true meaning and proportionate value of a mark.

Then, it must not be forgotten that the director participates in an essential manner in the teaching of every single subject taught in the school. His position may be compared to that of the president of a society who is an ex-officio member of every committee. He directs the whole work of the school, examines the written exercises of every individual child, observes the pupils in their classes, watches over their health, receives, studies, annotates, and acts upon all the reports handed in by the teachers on each individual child, and keeps the record of all cases of discipline. Hence, he naturally forms a better balanced judgment of the children and understands them better than any individual teacher could do; the report made out by him on the basis of all this intimate acquaintance and of the direct reports by the teachers to him will therefore be of greater value than the mere marking by the teacher.

Competition.—Finally, an enumeration of marks in the different subjects will stimulate the children's ambition in an undue degree. The pupils will compare their reports, and a spirit of envy, pride, or resentment will spring up. The ambition to do better than others is developed. The tendency of the school ought to be to remove incentives to rivalry, and simply to encourage the pupils to do their best, no matter whether their best is better or worse than another's best. "Not failure, but low aim is crime."

The children should learn to share cheerfully the joy of others in attaining success, and to stand by those who fail. Any system of reports that establishes a false

standard of success; that elevates details to the dignity of wholes and essentials; that distorts the organic relation of subjects in the general scheme of educational effort; that invites the pupils to work for marks, and to compare these in a mechanical manner, is prejudicial to the best interests of the children and of the school.

Promotion.—It is natural that with such a system of records and reports on each individual child, promotions will cease to be a matter of arithmetical computation. Whether it is best for a child to repeat a term's work, or to try its strength at the new tasks of a higher grade, can be decided not only on the ground of tests which are intended to ascertain how much of a lower grade's work is understood or remembered, but depends also on the moral fitness, physical condition, and intellectual maturity of the child. There are cases imaginable when a term's work is really not quite completed, and it may yet be deemed advisable to place the pupil into the higher class so that the harder lessons may act as a stimulus and inspiration. On the other hand, the child may have attained an average success in mastering the lessons of one class, and still not be fit to take up new work. Promotion on trial is just as helpful as placing a child in a class on trial, at the time of admission. Promotions, then, are discussed and decided upon in teachers' meetings.

Graduation.—The same course is naturally adopted with reference to graduations. The same individualization which characterizes all the dealings with the pupils of the school, is insisted upon here. This means that no attempt is made to press all the candidates for graduation into one common mould, or to have one in-

variable standard. The manual child has as much right to have his special excellencies recognized as the literary child; and similarly an artistic nature should not be forced into the Procrustean bed of an average conformity.

Certain minimum requirements must be met, of course, to give evidence of an effort to secure as much of an all 'round education as an individual pupil is capable of attaining; but beyond this minimum, there should be a willing recognition of individual limitations and excellencies. A pupil, for instance, who is destined by nature to become a mechanical engineer and for whom, perhaps, a manual training high school will open its doors, ought not necessarily to be expected to pass the same examination as is required of one who will take up college work in philology and philosophy.

At any rate, the system of child study described here includes the application of an individual standard of proficiency in regard to graduation. Even where there is no special excellence, as long as faithful work has been done, and the teachers agree that a longer stay in the school would convey no benefit to the pupil, a so-called Leaving Certificate is granted which is indeed to be kept distinct from the Graduating Certificate, but implies no disgrace.

Both certificates, however,—and this is a characteristic feature of this system—are accompanied by a detailed statement of the pupil's proficiency in the various branches of instruction. It is plainly stated on the diploma which the graduates receive, that such a report is sent to the parents and that a copy of it is

kept on record at the office of the school. On the Leaving Certificates, this report is written out directly.

Again it is thought best to quote some of these reports in full, to illustrate their meaning and character.

(1) **Standing of** —— (girl of fifteen years). Graduated from this school (date) —.

Character:—A girl of good talent and strong character. Excellent in thought, with natural and fluent expression. Self-possessed to an unusual degree, and eager to do the right thing under any circumstances. Of noble aspirations, inclining strongly to the artistic conception of life and nature.

English:—Originality and accuracy characterize her work. A good thinker. Her reading is excellent, her grammar good, and her compositions reveal the clearness of her reasoning, her power of adequate expression, and the genuineness of her feelings.

Mathematics.—In arithmetic she has done very good work. In Geometry, her work was excellent, remarkable as well for clearness of thought as for accuracy and neatness of execution. Her work in algebra was good.

History (national and universal):—Her interest in the study was very great and her work conscientious and successful.

Geography.—General hold of the work strong; grasps easily relations, causes, etc. Especially good in map-drawing.

Elementary natural science.—Having attended this school only for about two years, she has not finished the entire course, but her work has been uniformly very good.

Art work.—At the head of her class in art work; she

possesses decided talent, and with her conscientious efforts, has accomplished excellent results.

Manual work:—Does not do well the practical part of the work; is more interested in the artistic side. Has, however, always been painstaking.

German.—She has shown considerable interest in the study, and made good progress. She has acquired a fair ability of reading and translating easy German prose.

Vocal music.—Has done conscientious work, and has taken great interest in music, though at first she did not like the study. Has a soprano voice.

Gymnastics.—Good.

Remarks.—Entered VI Grade, October 6, 189–.

Teachers' signatures —— ———. *Sup't.*

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(2) **Standing of** —— (girl of 18). Graduated from this school (date) —.

Character.—A faithful and conscientious girl of fair intelligence. She has a remarkable strength of will which needs guidance. She is most easily influenced by kindness while she will resent unsympathetic treatment. Good, honest, and of sterling character. Rather intense than quick. A loving nature, of strong feelings.

English.—She has done generally satisfactory work. A fair reader. Grammatically correct. A good thinker, though weak in expression.

Mathematics.—She has done very good and conscientious work in arithmetic. In geometry, she did not exhibit great originality of thinking, but has acquired a fair understanding of the subject. Did fair work in algebra.

History (*national and universal*).—Did faithful work with fair success; her memory is stronger than her imagination, and she has therefore not acquired a very deep insight into historic problems, though her knowledge of facts is satisfactory.

Geography.—Did satisfactory work on the side of memory power.

Elementary natural science.—Having entered only two years ago, she has not finished the entire course in science, but the work which she has done was good.

Art work.—Very steady at her work, and though she possesses but little talent for art, she has achieved fair to good results.

Manual work.—Can do the practical part of the work as directed. Has shown taste for millinery. Greatly improved in all her sewing since last year.

German.—She has shown interest in the study and done good work; she is able to read and translate easy German prose.

Vocal music.—Has shown a fair degree of interest in music. She sings soprano, but has not a strong voice.

Gymnastics.—Good.

Remarks.—Entered September, 189–, as a pupil of VII Grade. Graduate of —— public school, June, 189–. *Sup't.*

Teachers' signatures —— ———.

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(3) **Standing of** —— (girl of 16). Graduated from this school (date) —.

Character.—A girl not easily understood by all. A most unselfish nature, with strong sympathies for right and justice. Greatly hampered by her weak expression,

which often hides very strong and original thought. Her strength is developed in the line of ethics and history rather than in matters of fact and practical life. Emotional and impulsive.

English.—Has done very good work in all branches of English instruction, though not possessing the power of fluent expression. A good reader. Shows power in interpreting the thought of others.

Mathematics.—Although without much talent for mathematics, she has done her work faithfully and has made fair progress in it.

History (national and universal).—She has shown very great interest in the study and done excellent work in it. She has a very vivid imagination and a clear insight into some of the large historic questions; her emotions are easily stirred and her sympathies are always on the right side.

Geography.—Progress very satisfactory; has grown decidedly, and possesses a good foundation in the work.

Elementary natural science.—She has finished the course in a painstaking manner, though her work has not been in every way satisfactory.

Art work.—Has very little patience for careful work in art, and her results have therefore been fair only.

Manual work.—Has very little manual ability, but spares no efforts to carry out the work as well as she can.

German.—She has shown interest in the study and made satisfactory progress. She has acquired a fair ability of reading and translating easy German prose.

Vocal music.—She has done conscientious work in

music. She sings soprano with great confidence, though her voice is better adapted for the contralto.

Gymnastics.—Good.

Remarks.—Entered VI Grade September, 189–.

Teachers' signature —— ———. *Sup't.*

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(4) **Standing of** —— (boy of 16). Graduated from this school (date) —.

Character.—A boy of sound moral character; not very intellectual, but painstaking and conscientious. Will always do the best he can. Good-natured and of a sunny temperament, though somewhat sensitive.

English.—Naturally deficient in power of expression, but his work shows care and thought. A fair reader.

Mathematics.—Has completed the course in arithmetic and is fairly quick and accurate with figures. He went through a course in inventional geometry and mensuration; his work was faithful, without any sign of marked ability. He studied algebra, up to and partly including quadratics. His work was fair.

History (*national and universal*).—He has studied United States, ancient, and medieval history. Has shown a fair understanding and considerable interest in the work; is better on the side of memory for facts than on the side of reasoning.

Geography.—Progress very satisfactory. Grasps easily relations and geographical principles.

Elementary natural science.—He has completed the course satisfactorily. His work has been good throughout.

Art work.—Has hardly any talent for art, but has done satisfactory work in drawing and modeling.

Manual work.—He is capable of doing fair work. Has developed no talent for mechanical drawing, although quite interested in it. In shop work he is best at the lathe in brass-turning.

German.—He has done some work in German, mainly translation of easy prose. His interest in the study and his progress in it were not very great.

Vocal music.—Sings a fair alto, but his voice is not strong.

Gymnastics.—Very good.

Remarks.—Entered V Grade February, 189–.

Teachers' signatures, —— ———. *Sup't.*

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(5) **Standing of** —— (boy of 15). Graduated from this school (date follows).

Character.—A very lovable, earnest, intelligent, and faithful boy with a strong sense of duty and helpfulness; has overcome many difficulties by his persistent efforts. His disposition is kind, and his temperament cheerful.

English.—His work has been faithful and painstaking, and his results were satisfactory. He shows some originality, but lacks a cultured vocabulary.

Mathematics.—He took great interest and showed good understanding of the work.

History (national and universal).—He made satisfactory progress.

Geography.—Same as in history.

Elementary natural science.—He has finished the work of the course in a thoroughly satisfactory manner. His interest deserves special recognition.

Art work.—Has shown great interest and love for

art, especially modeling. He works rapidly and independently, usually deciding about his advance work before that on hand is complete, that no time may be lost. In drawing his work shows strength and boldness. He is a most promising pupil.

Manual work.—He has done excellent and remarkably intelligent work both in mechanical drawing and in shop work. He is careful in manipulation and accurate in construction.

German.—He speaks the language fluently and has a fair knowledge of the grammar. He is fond of reading German.

Vocal music.—He has a good understanding of the subject as it has been presented. He has at present an alto voice of good quality, though not strong. He reads readily.

Gymnastics.—Good.

Remarks.—Born Sept. 10, 188–, entered kindergarten 188–. Has given part of leisure time during the latter part of his school life, to work in support of the family to whom he has always been a diligent, willing, and cheerful helper.

Teachers' signatures, —— ———. *Sup't.*

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(6) **Standing of** —— (boy of 15 years). Graduated from this school (date) —.

Character.—A good boy, thoroughly honest and reliable. His principal fault is a certain weakness which makes him too easily influenced by others, and which shows itself also in some lack of persistent effort. He is, however, gaining strength in this direction. His

intellectual ability is fair, better on the mathematical than on the literary side.

English.—He has no pronounced linguistic faculties, but has greatly improved of late. He now possesses the power to use clear and direct language, and to express his thoughts with some readiness. Reads much and well.

Mathematics.—He has shown interest and done good and creditable work.

History (*national and universal*).—His work was fair.

Geography.—Same as in history.

Elementary natural science.—His work has been entirely satisfactory, and his interest in science has been marked.

Art work.—Has not shown marked ability, though there are some indications that he has latent power. He usually works slowly and with too little vigor. To a new medium he does not readily adapt himself, but with familiar material he is more successful.

Manual work.—He always took a deep interest and did good work both in mechanical drawing and in work instruction. He was, however, most successful in mechanical drawing and did very careful and highly creditable work in this branch.

German.—He showed a good understanding of the authors read. He possesses a very good, practical knowledge of the language and is fairly well grounded in grammar.

He took an elementary course in *Latin* and did fair work in it.

Vocal music.—He understands the subject as it has

been presented. For about two years he has sung alto. His voice is pleasant but not strong.

Gymnastics.—Very good.

Remarks.—Entered Fourth Grade October, 189–.

Teachers' signature, —— ———. *Sup't.*

———

(7) **Standing of** —— (boy of 15 years). Graduated from this school (date) —.

Character.—A boy of great intellectuality, many-sided, full of life, a natural leader. Combines in a peculiar manner literary, scientific, and artistic faculties. He is good hearted, but somewhat frivolous, and vacillating in his efforts. His influence is not always for the good.

English.—Has accomplished original and excellent work. Possesses the faculty of expression in an unusual degree. Has keen appreciation of literary value.

Mathematics.—He did very good work and often displayed original thought.

History (*national and universal*).—He took great interest in the study and showed especially good ability in discussion.

Geography.—Good.

Elementary natural science.—He has finished the course with much credit to himself. He is particularly interested in this work, and devoted a great deal of his leisure time to independent study. For several years he has been making collections.

Art work.—Though he possesses manual skill and has in many ways given evidence of ability in artistic production, his actual work in the class-room has of

late been a disappointment. He lacked application and earnestness.

Manual work.—He did earnest and faithful work and tried his utmost to keep up with his class; but his ability for manual production is limited. He did somewhat better in shopwork than in mechanical drawing.

German.—His work was very good, both in grammar and in literature.

In *Latin* he lacked interest and consequently did only fair work.

Vocal music.—He has special talent in this direction. He reads easily, and for several years has carried the soprano or alto part as he was needed. He has the qualities which would enable him to become a musical director if, when older, he should desire to fit himself for the work.

Gymnastics.—Very good.

Remarks.—Entered September, 188–.

Teachers' signatures, —— ——. *Sup't.*

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(8) **Standing of** —— (girl of 16 years). Graduated from this school (date) —.

Character.—A very faithful, lovable child, though not strong in reasoning power. Delicate physically. In spite of her weakness, she has applied herself with great energy and steadiness to all her work. Her strength lies especially in mechanical execution; she is a model of neatness. Somewhat timid and retiring, but capable of strong feelings.

English.—She does not belong to the linguistic class of pupils. In fact, she has little language faculty,

but uses fairly correct English and is painstaking in expression.

Mathematics.—Fair. Her mind is not capable of doing much mathematical reasoning.

History (*national and universal*).—Fair.

Geography.—Fair.

Elementary natural science.—On the biological side her interest has been marked, and her results good. She is weak on the mathematical side of the work.

Art work.—Has shown unusual abilities in certain directions. Her modeling has been good; her drawings are strikingly neat and interesting, though they are frequently faulty in proportion. Is imitative, but not creative.

Manual work.—She has done very conscientious work. Has little idea of style, and no eye for color combination. She will always do well with the technical part of the work, though she has no independent ideas.

German.—Has worked faithfully, but is deficient in those parts of the subject which require a clear comprehension of the meaning of the rules, and reasoning power.

Vocal music.—She has a soprano voice of good quality and reads music of ordinary difficulty.

Gymnastics.—Good.

Remarks.—Entered second grade 188–.

Teachers' signatures —— ———. *Sup't.*

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(9) **Standing of** —— (boy of 16 years). Graduated from this school (date) —.

Character.—A somewhat peculiar boy of varying moods, who has, however, made rapid strides toward

developing gentlemanly traits. His intelligence is rather limited; he has been most successful in the objective and manual part of the work.

English.—His work is extremely weak—he is distinctly non-literary. When he is interested in his subject he can make himself at least understood, and sometimes his turn of phrase is not unhappy; but if his subject bores him—is literary—he writes as lamentable English as one need see.

Mathematics.—His work in this subject is fair.

History (national and universal) and geography.—He showed interest in the work, and completed the course in a satisfactory manner.

Elementary natural science.—He has covered the course with credit to himself. His interest and understanding are both deserving of praise.

Art work.—Has made great progress, and has improved greatly in his general attitude in class. In drawing, fair sense of construction. Lacks fineness of perception.

Manual work.—He was interested in this department and has done good work, especially in shop work. He took a deep interest in forging. In execution he is good except in the details of the work, which to him do not seem as important as they ought.

German.—His previous knowledge of the language enabled him to accomplish the work with great ease.

Gymnastics.—Did fair work.

Remarks.—Entered our kindergarten October 3, 188–.

Teachers' signatures, —— ———. *Sup't.*

SPECIMEN OF A LEAVING CERTIFICATE

This is to certify that ——— (girl of 16 years), has been a pupil of this school since Sept. 11, 189–, having attended the sixth, seventh, and eighth grades.

This certificate is granted to her on leaving the eighth grade of the school, in recognition of her faithful work.

Final Report

Character.—Weak in general knowledge and on the reasoning side, though she has a certain amount of literary individuality and originality. She combines gentleness and depth of feeling with somewhat unpolished manners. On the whole, a reliable and interesting girl.

English.—She has a decided literary bent—she wants to read—she wants to write—she turns instinctively to *good* poems, essays and novels; but her own expression is heavy, unwieldy, and complicated. She has made strides this last year and if she tries can eventually write better than the average girl.

Mathematics.—Her work in this subject was fair.

History and geography.—She showed interest in the work and completed the course in a satisfactory manner.

Elementary natural science.—Her work has been faithfully performed to the best of her ability, but her memory and power of reasoning in natural science are little developed.

Art work.—Fair in work, but has no talent for art. In drawing she has fair ability. Work was very uneven.

Manual work.—Has to fight hard against a tendency to do careless and even slovenly work. Her results show that she has been pretty successful. On the whole, her work is very satisfactory.

Mechanical drawing.—Has done good work in mechanical drawing, and works quite fast and accurately. She was deeply interested in the factory excursions.

Foreign languages.—Her progress in *German* has been retarded by the fact that a majority of the class were farther advanced than she, and consequently the work has been somewhat beyond her ability. *Latin.*—Knows the paradigms fairly well. Rather weak in translation.

Gymnastics.—Worked faithfully, and did well in general.

Teachers' signatures —— ———. *Sup't.*

This review of practical child study in its applications to the special needs of the school has been given with all the hesitancy which is the natural result of the consciousness that all this is experimental, and perhaps crude in detail; yet also with the gratifying sense of approximate success in at least one institution. The system has worked well, and has established most pleasant relations between the pupils, their parents, and the school. It is here presented with the hope that its merits may be tested elsewhere.

The writer may be permitted to state a few general conclusions, tentatively, which have presented themselves to him as a result of this work.

First.—There seems to be sufficient evidence to show that in schools individual child study is necessary.

Second.—That a broad and generous course of study, including all the typical activities of the human mind, is in itself a far-reaching test of individual ability.

Third.—That observations by several specialist teach-

ers on the same child, especially if they are extended over a series of consecutive years, are particularly valuable for securing a just appreciation of a child's individuality.

Fourth.—That admissions, reports, promotions, and graduations, can be put on a rational basis, without resorting to a formal system of marks.

Fifth.—That the coöperation of school physicians with the school authorities will in many instances prevent the development, or check the progress of disease.

Sixth.—That moral and intellectual variations in a child are often symptomatic of physical defects and changes.

Seventh.—That pupils who are in any way abnormal so that they need special treatment or may endanger the moral or intellectual health of a class, particularly "stutterers, emotional prodigals and nervous defectives"* should be removed from the regular classes.

But the main result of this experiment is the certainty that all depends upon the spirit in which the work is undertaken. Pedagogy, while having its scientific side, is, as has been said in the beginning, in its practical aspect an art, and it partakes of religious fervor and idealism. As Felix Adler put it on some occasion: Every religion became a powerful influence through the peculiar form in which it personified a working idea, an ideal, in which it symbolized the eternal. The child is such an embodiment of an ideal, —it is the symbol of eternal youth, and hope, and future salvation. In it, all our highest aspirations and

*The "Suggestibility of Children", by Maurice H. Small—Pedagogical Seminary—December, 1896.

expectations center, as through ever present childhood the hope of a perfect humanity is gradually becoming realized. Pedagogy is an art; yea, even a sacred art.

Sympathy and love are the keys that unlock the child's soul to us. He who explores the child-kingdom steps on holy ground. We must take off our shoes, spiritually speaking, before we enter here, for precious mysteries, great inspirations, and sacred revelations await us. True, the work must be undertaken in a scientific spirit, but not in the sense that the child is a combination of material forces that can be taken apart mechanically. We cannot dissect a child's inner life, as we can its dead body.

The child is a living, sensitive instrument, from whose delicate strings only the caressing fingers of the inspired master can produce a full harmony. The child will show itself at its best only when it becomes one with us in love, and sympathy, and trust. Do not let us think that by making tests, measurements, and observations, by recording "facts" and writing up lists and papers, by reporting interesting occurrences and the like with the zeal of the experimenter and statistician, we have done our share and have solved the problem of methods in child study. We must approach the child with tenderness and reverence; we must live with it and make it a part of our own life, if we desire to understand it. If I were to express the fundamental principle of child study in one sentence, it would be this: "*Love the child, and it will reveal itself unto you!*"

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